



## INSTRUCTIONS TO TEACHERS WITH RESPECT TO THE PUBLIC SCHOOL COURSE OF STUDY.

*Reading.*—The teacher should use the phonic method. Great care should be taken in analyzing the sounds of which every word is composed. A new word should, where possible, be first introduced to a child's notice through the real object which it represents. In teaching the word "hat," the object "hat" should be before the child. Where the object is not available, a picture of the object should be drawn upon the board and underneath, the name of the object written. When the phonic sounds of one word are mastered, other words with similar phonics should be practised upon-- such as hat, bat, rat. Strict attention should be paid to articulation and enunciation, and all consonant sounds should be clearly vocalized. Final letters should never be obscured. Small sentences should be formed with every word as soon as learned, that pupils might understand its relation to other words in sentence-building. Pupils should be taught to read with clearness and fluency, the standard of expression both as to inflection and emphasis being that of ordinary conversation. Every new word in the lesson should be fully explained by the teacher, and pupils should be taught to form small sentences orally, using a new word in its proper sense and properly related to other words in the sentence. Every reading lesson should be made both a language lesson and a lesson in literature. Reading should be *fluent, natural* and *agreeable*. Fluency can only be obtained when the pupil has been so thoroughly drilled in word forms as to be able to recognize every word the moment his eye rests upon it. Where this is not done there will be hesitation and a strong tendency to monotonous reading. Pupils should be frequently called upon to read easy lessons which they have thoroughly mastered in order to train the voice to respond quickly to what the eye observes. Pupils should not be interrupted in their reading to correct errors. Natural reading is the expression of the written characters of the book as the same ideas would be expressed in conversation. There can be no natural reading unless the pupil comprehends the thought to be expressed. Before a sentence, therefore, is made the subject of a reading exercise, the teacher should see that the pupil comprehends its meaning. A reading lesson to be agreeable should be correct as to pitch, emphasis and accent. To secure excellence in this particular

the teacher should recall the instruction received in the training school. Where pupils are deficient in the articulation of any particular sound, constant drill should be given in the words containing this sound.

*Spelling.*—Spelling should be taught from dictation first and orally afterward. The pupil should be able to spell and write legibly every word in the reading book. In addition to the words of the text-book, the pupils should be asked to spell the names of objects in the school-room. To excite interest in spelling, they might be asked to make lists of all the animals they have seen, or of all the trees they could name, or of all their classmates, or of the different articles of food they use, and so on. In this way spelling would bear a more vital relation to their daily life, and its usefulness would be more apparent.

*Writing.*—Writing should begin with reading. The small letters should be taught first. The pupil should be required to maintain a proper position at his desk, to hold his pen or pencil after some approved form and to obtain as early as possible the necessary freedom of wrist and arm. No careless exercise in writing should pass without criticism. Copy books should be neatly kept; undue haste in writing should be restrained; legibility and neatness should characterize every exercise. Careful attention should be paid to the connection and spacing of letters. For correcting errors the blackboard should be freely used, and the attention of the pupil frequently directed to the headlines in the authorized copy books.

*Language Lessons.*—Language lessons, as here defined, include grammar and composition. In the lower forms these exercises are mainly oral. Pupils should be taught to speak with reasonable fluency. It might be necessary sometimes to restrain rather than stimulate quickness of utterance. Statements should, except where it would appear pedantic, be complete sentences, correct as to syntax and the use of the different parts of speech. New words that occur in the reading lessons should be used for sentence-building, and pupils should be trained to write summaries of their lesson in their own language. At latest, in the second form, they should be required to give an account of some visit they have paid to a friend, or to describe some object which came under their observation. It may be desirable in some cases, by way of suggesting ideas, to tell them a short story and ask them to reproduce it. Every exercise of this kind should be carefully criticised by the teacher as to arrangement, punctuation, penmanship, the use of capital letters, etc. As the pupil advances these exercises may be made more difficult. The parts of speech should be taught inductively—that is, from the place they serve in language. Formal grammar from a text-book might be used to supplement the oral lessons; similarly with errors in conversation. The teacher's aim should be to encourage the use of good English, to discredit the use of expressions not sanctioned by standard writers, and to cultivate accuracy, conciseness, and clearness of expression.

*Geography.*—The object of geography is to learn the position of different parts of the earth in relation to each other. These positions, generally speaking, exist under four relations—north, south, east and west. The first lessons in geography should be to teach the child these relations, and the schoolhouse should be to him the central point of his



observation. All objects in the schoolroom and within the range of his vision outside of the schoolroom should be taught from this standpoint. Similarly, the geographical terms to be learned first are those applicable to his own locality, whatever they may be, such as hill, valley, creek, or river; if inland, the terms should be varied so that geography in the first stage may be an object lesson. Other geographical terms might be learned by artificially producing the objects themselves in the school ground or on a sand board. Natural phenomena, such as clouds, rain, snow, winds, etc., should also form the subject of lessons under this heading. In this way a preparation for map geography should be made in the first form. The pupil might then be introduced to a map of the world, and, having become familiar with land and water, would soon comprehend the relation of the continents and great oceans to each other. The animals and plants of each country, the occupations of the people, the adaptability of their occupations to the climate and the products of the country, the direction of the water courses and why, the location of cities and why, the phenomena of earthquakes and trade winds and ocean currents should be considered. The course prescribed in the public school geography should be completed at the end of the fourth form, but no text-book should be introduced until after the pupils have passed through the second form. The text-book in advanced geography should be used in the fifth form.

*History.*—History should be taught incidentally with the reading lessons in the second form, and conversationally. The subject should be presented in such a way as to excite the interest of pupils to further inquiry for themselves, and as a narrative of the habits, occupations, amusements and modes of living of the people described, rather than as an account of their forms of government and political institutions. The names of some distinguished men of whom the pupils may have heard or read might be taken as a centre around which the events of their time clustered, or the achievements of such men in defending their country or improving its social condition, or anecdotes illustrating great events in history, and the courage and self-denial of men who had served the country at their peril might be told, and the patriotic efforts of the noted men and women of the past cited to stir up a similar spirit in the minds of the pupils. Special attention should be paid to the history of Canada—how it is governed, its relations to the empire, and the obligations which citizenship imposes upon every Canadian to advance its prosperity. The authorized text-book in history should be introduced in the fourth form.

*Drawing.*—Drawing should be taught in the first form from the blackboard. In the other four forms it should be taught by a series of graduated exercise books and models.

*Physiology and Temperance.*—This subject, as far as the end of the third form, should be taught by familiar conversations with the pupils, and by the use of illustrated charts and blackboard drawings. The object of this course should be to make the pupils acquainted with the different organs of the human body, and the best means of preserving the healthy action of these organs. The dangerous effects of stimulants and narcotics should be impressed upon the pupil by showing how they destroy the healthy action of the nervous system and the stomach. The

moral danger consequent upon dissipation should also be pointed out. The text-book in this subject is so suggestive as to render definite instruction to the teacher unnecessary.

*Literature.*—One object of the study of literature is to enable the pupil to apprehend clearly the meaning of such reading matter as may be placed in his hands. To this end he should be taught to substitute for words or phrases in the book, words of his own, without impairing the sense of the passage: to illustrate and show the appropriateness of important words or phrases; to distinguish between synonyms in common use; to paraphrase difficult passages so as to show the meaning clearly; to show the connections of the thoughts of any selected passage: to explain allusions: to write explanatory or descriptive notes on proper or other names; to show that he has studied the lessons thoughtfully, by being able to give an intelligent opinion on any subject treated of therein that comes within the range of his experience or comprehension: and especially to show that he has entered into the spirit of the passage by being able to read it with proper expression. He should be required to memorise passages of special beauty from the selections prescribed and to reproduce in his own words the substance of any of these selections or of any part thereof. He should also obtain some knowledge of the authors from whose works these selections have been made.

*Music.*—Kindergarten songs should be taught in the first form: in the other forms rote singing and musical notations. Staff notation or the Tonic Sol Fa system may be used at the option of the teacher.

*Drill and Calisthenics.*—The different extension movements prescribed in the authorized text-book on the subject should be frequently practised, not only during recess but during school hours. In addition, the boys should be formed into companies and taught the usual squad and company drill, and the girls should be exercised in calisthenics. Accuracy and promptness should characterize every movement.

*Religious Instruction.*—The teacher of every Public and High School (unless excused because of conscientious scruples) is required to open his school with the Lord's Prayer, to be repeated by the teacher alone or preferably by the teacher and pupils in concert. At the closing of school a portion of the Scriptures shall be read, either from the Bible or the selections authorized by the Education Department, as the trustees may order. The Lord's Prayer or the prayer authorized by the Education Department shall follow the reading of the Scriptures. The trustees may also order the reading of the authorized selections or the Bible at the opening of the school. The Ten Commandments shall be repeated once a week. The Scriptures are to be read without comment or explanation. The teacher shall, when directed by the trustees, require the pupils to commit to memory appropriate verses from the Scripture lessons. The rights of parents or guardians to withdraw their children from all religious exercises should be carefully guarded by the teacher. (Reg. 99.) Any clergyman, or any person authorized by him, shall have the right to give religious instruction to the pupils of his own church, at least once a week, after the closing of the school in the afternoon. Where clergymen of more denominations than one apply to give religious instruction in the same school house, the Board of Trustees



shall decide as to the days of the week on which the school house shall be at the disposal of each of such clergymen. By Regulation 15 it is provided that Public School pupils shall assemble for study at 9 o'clock in the forenoon and shall be dismissed not later than 4 o'clock in the afternoon unless otherwise directed by the trustees, but in no case shall the school day be less than five hours. Where the clergyman of any denomination applies for the privilege of giving religious instruction, the trustees may close the school at half past three in the afternoon, or even earlier, if by so doing the teaching term of five hours per day is not reduced. It is the duty of the teacher in connection with the ordinary work of the school "to inculcate by precept and example, respect for religion and the principles of Christian morality and the highest regard for truth, justice, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance and all other virtues." (Public School Act 1896, sec. 76 (1).)

*Friday Afternoons.*—Every Friday afternoon should be devoted to exercises tending to relieve the usual routine of the schoolroom, while promoting the mental and moral culture of the pupils. The teacher should encourage the pupils to prepare dialogues, readings, recitations and songs for the Friday afternoon school sessions. He should also choose some topic for a familiar lecture or for discussion, or read some literary selections, making such comments as are likely to promote a love of reading, and quicken the interest of the scholars in the work of the school. Familiar illustrations in elementary science should be given, followed by interesting talks upon the habits or peculiarities of the animal creation, the flowers of the neighborhood and anything that increases the pupil's love for the study of nature.

*Optional Subjects.*—The course of study in the first four forms is obligatory. No pupil can be excused from the study of any subject prescribed for his form. In the fifth form, agriculture, botany, Latin, Greek, French and German are optional, and may be omitted, or one or more taken up as may be deemed expedient by the inspector and the trustees. Botany must be taught from the actual plants, and teachers are recommended to take their pupils into the fields for the purpose of observing the habits of plants, and for collecting their own specimens.

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